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ABSTRACT

This abstract bibliography cites approximately 100 ERIC documents and journal articles, all dating from 1977 or 1978, concerning day care for children. Seven broad topics are covered: program planning and management; staff characteristics, roles and training; parent values and involvement; special types of day care (including school age day care, infant/toddler day care, drop-in or crisis care, and campus day care); research on the effects of day care on children; federal and state policies and standards; and day care in countries other than the United States. Each document or article is listed under its major focus, although it may include information on one or more of the other topics as well. Document citations, drawn from "Resources in Education (RIE)," include abstracts of up to 200 words. Article citations are drawn from "Current Index to Journals in Education (CIJE)"; most include brief annotations. Information for obtaining each document or article is provided either in the citation or at the end of the bibliography. (Author/MP)

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ED167241

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DAY CARE UPDATE: PROGRAMS, POLICY AND RESEARCH.
AN ERIC ABSTRACT BIBLIOGRAPHY

Compiled by
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INTRODUCTION

This bibliography cites approximately 100 ERIC documents and journal articles, all dating from 1977 or 1978, concerning day care for children. Seven broad topics are covered: program planning and management; staff characteristics, roles and training; parent values and involvement; special types of day care (including school age day care, infant/toddler day care, drop-in or crisis care, and campus day care); research on the effects of day care on children; federal and state policies and standards; and day care in countries other than the United States. Each entry is listed under its major focus, although it may include information on one or more of the other topics as well.

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TABLE OF CONTENTS

I. Program Planning and Management	1
II. Staff Characteristics, Roles and Training	7
III. Research: The Effects of Day Care on Children	12
IV. Parents and Day Care	15
V. Special Types of Day Care	18
A. School Age Day Care	18
B. Infant/Toddler Day Care	20
C. Drop-in/Crisis-Care	21
D. Campus Day Care	22
VI. Policy and Standards	23
VII. Day Care in Other Countries	33
VIII. General Topics	36

I. PROGRAM PLANNING AND MANAGEMENT

EJ 183 302

Design for Daycare--An Architecture of Its Own.

Passantino, Richard J.

CEFP Journal, 16, 3, 4-9 May-Jun 78

Two recently constructed centers for the care of young children illustrate the concern of the directors and governing boards of both centers to achieve something unique in the environmental design of these spaces that would stimulate the learning and visual experiences of young children.

EJ 178 153

Toy Lending Library: Linking Home and School.

Duff, R. Eleanore; And Others

Young Children, 33, 4, 16-22 May 78

Describes the development of a preschool toy-lending library which makes materials available for center children's home use on weekends. Planning, physical organization, procedures, policy and recordkeeping aspects are described in detail, and the significance of the library in terms of parent-child, parent-teacher and teacher-child interaction is discussed.

EJ 178 118

Resource Development for Day Care.

Levine, James A.

Day Care and Early Education, 5, 3, 38-9 Spr 78

Introduces ten ideas for free or low-cost resources which can help stretch day care or early-education budgets.

EJ 174 040

Special Feature: How to Equip a Day Care Center, Part II.

Malehorn, Hal

Day Care and Early Education, 5, 2, 6-7, 9-13 Win 77

Discusses what to consider when purchasing basic equipment and books for a preschool program. Book title suggestions are given and materials suppliers listed.

EJ 164 809

Health Services and Needs in Day Care Centers.

Chang, Albert; And Others

Child Welfare, 56, 7, 471-478 Jul 77

A survey of health services in a group of licensed day care centers indicates a general lack of written guidelines, failure to have a designated health coordinator, and a serious paucity of nutrition and dental education programs.

EJ 164 761

Planning for Fire Safety.

Collins, Ruth Harvey

Young Children, 32, 5, 29-32 Jul 77

Presents information on fire prevention, fire safety inspection and fire evacuation planning that child care directors and staff should be aware of.

EJ 165 429

Nutrition Education in Day Care.

Karsch, Brearley B.

Journal of Home Economics, 69, 4, 14-17 Sep 77

Discusses aspects of providing nutrition education to young children including staff preparation, benefits to the children, teaching techniques, the home economists' role, and licensing.

EJ 168 307

Mesa: A For-Profit Center.

Galinsky, Ellen; Hooks, William H.

Day Care and Early Education, 5, 1, 31-35, 41 F 77

Describes the history, program, staffing, facilities, and funding of a for-profit day care center.

EJ 168 304

A Class Project.

Malehorn, Hal

Day Care and Early Education, 5, 1, 7-11 F 77

Describes an assigned project for an early childhood seminar in which students planned and chose equipment for a hypothetical, quality day care program.

EJ 162 737

Cost Benefit Analysis: A Real Fund-Raiser.

Bernard, Jack Armand

Day Care and Early Education, 4, 3, 21-23, 46 Jan-Feb 77

Presents cost benefit analysis as an alternative argument to use in requests for program funding.

EJ 162 734

The Need for Nutrition: In the Day Care Center.

Quigley, Robert D.

Day Care and Early Education, 4, 3, 8-11, 46 Jan-Feb 77

Describes and evaluates a nutrition education program for preschoolers.

ED 156 357

Concept Paper on Health and Safety Issues in Day Care. Final Manuscript.

Pizzo, Peggy; Aronson, Susan S.

77 241p. Not available in hard copy due to marginal legibility of original document; For related documents, see ED 149 861 and ED 156 339 - ED 156 359; Page 109 missing from document.

EDRS Price MF-\$0.83 Plus Postage. HC not available from EDRS.

This report discusses the existence and prevention of major health and safety risks for children in day care and makes recommendations for the federal interagency day care requirements (FIDCR) concerning health and safety. Section I describes varying concepts of risk related to probability and to possibility of adverse events, and discusses assumptions about risk made by insurance, legal and lay sources. Section II presents evidence which delineates the major risks to health and safety of young children, in terms of both frequency of incidence and potential severity of outcome. Risks discussed include motor vehicle and pedestrian accidents, fires and burns, falls, suffocation and ingestion, drowning, infectious disease, malnutrition, dental disease, lead absorption, hearing loss, developmental and speech disabilities, allergies, vision problems and genetically transmitted disease. Section III discusses four internal program characteristics and four outside resources which help prevent or minimize risks described in section II. Later sections survey current health and safety practices in day care, discuss three options for a federal role in minimizing risks, and offer recommendations pertaining to federal regulation and areas for further research.

ED 156 325

Cost and Quality Issues in Day Care: A Practical Approach to Assessment.
(A Working Paper).

Settles, Barbara H.; Gripps, Jean Helmkamp

Aug 77 59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Cost and quality issues are analyzed as they relate to provision of group day care. A series of assessment tables for self-evaluation of centers is presented. Three specific aspects are considered: cost of care, quality of care delivered to children and staff use in day care centers. Cost analysis focuses on: (1) the total cost of care per child-day and (2) the cost of salaries of personnel involved in child care per child-day. Staff use information is obtained through: (1) a day care center task survey, (2) a teacher task survey, and (3) a child care task survey. Quality of care is assessed by an analysis of: (1) the near environment of the child, (2) child-teacher interaction, and (3) exhibition of child curiosity. The instruments have been field tested and descriptions of the tests are given. The emphasis is on functional assessment which can lead to program and administrative changes which are cost-effective without endangering quality of life for children. Copies of the self-analysis procedure, teacher task survey, day care task survey, child care task sheet, near environment inventory, teaching staff summary and cost analysis work sheet are included.

ED 153 710

The Need for Privacy and the Application of Privacy to the Day Care Setting

Jacobs, Ellen

Nov 77 30p

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This paper, focusing on young children's need for privacy, describes a study conducted to determine the manner in which children in day care centers resolve the problem of reduced space and time for privacy. A pilot study revealed that children displayed three privacy seeking behaviors: (1) verbal and nonverbal territorial behavior (use or defense of a delimited space or object as an exclusive preserve); (2) verbal and nonverbal defense of personal space (an effective boundary control mechanism which regulates the intensity of communications with others); (3) verbal and nonverbal physical privacy seeking (physical separation from others by placing visible barriers between self and others). These privacy seeking behaviors form a matrix of types for observation within each of the four activity areas studied: the block and sand area, the play-dough and house-keeping areas, the games area and the alley. Sixty children aged 3 to 5 years were observed over a period of three months in each of the four areas in the morning and afternoon free play periods. Overall results indicated that: (1) age was not a significant factor in the mode of expression of privacy seeking in this particular age group; and (3) privacy seeking behavior was influenced by the activity area and the time of the day. Privacy implications for teaching and programming in day care settings are examined, and specific kinds of settings recommended.

ED 153 700

FRAC's Guide to the Child Care Food Program

Food Research and Action Center, New York, NY

23p. Available from FRAC, 2011 Eye Street, N.W., Washington, D.C. 20006 (\$0.75)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

This guide presents information on the child care food program (CCFP), a federal program in which funds are made available to child care centers and family day care homes to assist them in providing nutritious meals to the children in attendance. In an effort to encourage community participation in the program, information is presented on 22 specific aspects of the CCFP, such as what centers are eligible, what meals can be served, who pays for the meals, what the requirements are for participating in CCFP, how a center can apply for the CCFP and how centers are reimbursed for the meals they serve. Also included are listings of the state food service directors, USDA regional and national offices, and IRS district offices and a reprint of the USDA meal requirements.

ED 149 870

The Child Development Program Evaluation: Its Past, Present, and Future.

Douglas, Earl D.; And Others

Dec 77 .129p. Paper presented at the American Public Welfare Associations National Conference (Washington, D.C. December 1977); Not available in hard copy due to marginal legibility of original document and small print size of appendices.

EDRS Price MF-\$0.83 Plus Postage. HC not available from EDRS.

This paper describes the child development program evaluation (CDPE) instrument designed to assess the overall operation and quality of all title XX day care services in Pennsylvania. The administrative organization of child welfare services in Pennsylvania and the regionalized structure of day care services within this organization are described. Until 1976 there was little coordination of the licensing and monitoring of day care services between regions. The CDPE instrument was developed to provide a consistent evaluation of all day care services. The CDPE instrument is divided into four parts. Part 1, to be completed by the regional program specialist before the on site review, includes a list of forms and documents to be used in the review. Part 2 contains one questionnaire to be completed by the center director or another appropriate staff member and a second questionnaire to be completed by the chief officer of the center's governing body. Part 3 consists of questions related to records and files kept by the center and a questionnaire for parents. Part 4 consists of the site tour information and two caretaker interviews. The content of the instrument covers 16 areas related to the child care services such as administration, health care, physical environment, transportation, special services. All of the forms used in the evaluation are included with the paper.

ED 145 925

Day Care Legal Handbook: Legal Aspects of Organizing and Operating Day Care Programs.

Aikman, William F.

Sep 77 99p. Available from ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 168, \$4.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

This guide for providers of day care services presents information on business regulations and other legal considerations affecting for-profit and not-for-profit day care programs. Three basic topics covered are: (1) choosing the type of organization (sole proprietorship, partnership or cooperation), (2) forming the organization, and (3) operating the program. The chapter on organization types describes each type in terms of general characteristics, case of operation, nature and extent of liability, and tax status. The following chapter presents a step-by-step description of formation procedures for each type of organization, as prescribed by state laws. Chapters on program operation cover financial procedures (including social security and tax requirements), tax exemption, personnel policy.

contracts, and insurance (including workman's compensation, fidelity bonds, and health, liability, automobile, unemployment, and fire and theft insurance). A final chapter considers issues of liability resulting from accidents or other types of torts, or from breaches of contract, in terms of legal relationships among staff members, director and board of directors.

ED 143 445

Business Use of Residence for Day Care Services. Report Together with Additional Views Submitted by Mr. Ullman, From the Committee on Ways and Means, House of Representatives, Ninety-Fifth Congress, First Session to Accompany H.R. 3340.

Apr 77 15p. / Not available in hard copy due to marginal legibility of original.

EDRS Price MF-\$0.83 Plus Postage. HC not available from EDRS.

This booklet contains the report from the House of Representatives Committee on Ways and Means on the amendment to the internal revenue code which would allow taxpayers an income tax deduction for the business use of any part of their residence for day care services, whether or not that part is exclusively used for day care. Included in the report are: (1) a summary of the amendment; (2) a discussion of the present law, a statement of reasons for change, and an explanation of the new provision; (3) a statement of the effect of the bill on the budget; (4) the vote of the committee in reporting the bill; (5) committee findings on related matters required to be discussed under house rules; (6) the text of changes in existing law made by the bill as reported; and (7) the additional views of Hon. Ken Holland.

II. STAFF CHARACTERISTICS, ROLES AND TRAINING

EJ 172 340

The Burn-Out Syndrome in the Day Care Setting.

Maslach, Christina; Pines, Ayala

Child Care Quarterly, 6, 2, 100-113 Sum 77

Results of a study of personal job-stress factors among day care center personnel focus on impact of staff-child ratio, working hours, time out, staff meetings and program structure. Recommended institutional changes for prevention of staff "burn-out" involve reduction in amount of direct staff-child contact, development of social-professional support systems and training in interpersonal skills.

EJ 171 179

Day Care Workers in the Prevention Process: A Study of Their Orientation for Children and Implications for Day Care Training.

Shell, Nina J.; James, Susan

Canadian Counselor, 11, 3, 131-3 Apr 77

Prevention as a concept can be applied to a population closely associated with children: that of day care workers. This study outlines typical problems and concerns of workers as well as several important parameters of the day care work world.

EJ 168 355

Paraprofessional Social Workers in Day Care.

Peterman, Phyllis Johnson

Child Welfare, 56, 8, 519-525 Sep/Oct 77

Describes an 8-week, inservice, college-level course for paraprofessional social workers employed in day care centers. Bi-weekly classes, supplemented by on-site observation and consultation, covered child development, attitudes, systems, resources, roles and practice skills. Opportunities were also provided to test roles and techniques on the job.

EJ 162 777

Child Abuse: How Caregivers Fight Back.

Martenson, Judith H.

Day Care and Early Education, 4, 5, 26-27, 40 May/Jun 77

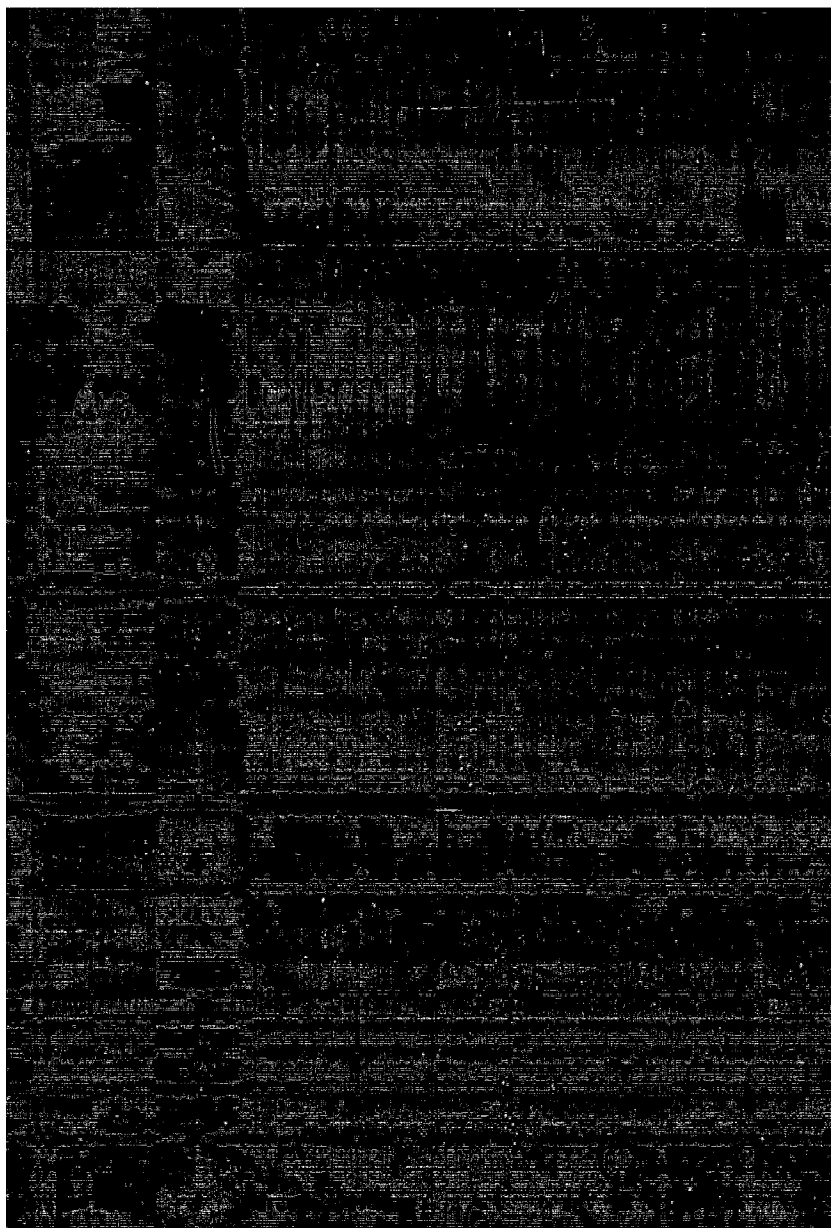
Discusses the role of day care teachers in reporting child abuse and neglect.

EJ 162 740

The Effects of Day Care Experiences on Male Caregivers and Their Female Colleagues.

Bush, Carol T.; And Others

Day Care and Early Education, 4, 3, 32-33.42 Jan/Feb 77



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1. The first step in the process of data analysis is to collect data. This can be done through various methods, including surveys, interviews, and experiments. Once the data is collected, it is then organized and cleaned to ensure accuracy.

2. The second step is to analyze the data. This involves identifying patterns, trends, and relationships within the data. This can be done using statistical methods, such as regression analysis, or more advanced techniques like machine learning.

3. The third step is to interpret the results. This involves putting the findings into context and understanding what they mean for the research question. This step often involves a lot of critical thinking and discussion with other researchers.

4. The final step is to communicate the results. This can be done through a variety of means, including writing a report, giving a presentation, or publishing a paper. The goal is to share the findings with the wider community and allow others to build on the work.

ED 149 803

Family Day Care Associations in the South, Training for Child Care
Southern Regional Education Board, Atlanta, Ga. Training for Child

Project

17 30p

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III RESEARCH. THE EFFECTS OF DAY CARE ON CHILDREN

1971/2/3

The Effect of Day Care on Children's Behavior in a Strange Situation

Roopnarine, Lalpa

Merrill Paper Quarterly 1971/2/3

3

Immediate effects of day care on children's behavior in a strange situation. The behavior of children in a strange situation was observed and recorded. The results showed that children who had been in day care for a longer period of time showed more secure behavior than those who had not. The results also showed that children who had been in day care for a longer period of time showed more secure behavior than those who had not.

1971/2/3

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ED 156 348

The Effects of Day Care on Preschoolers and the Provision of Support Services for Day-Care Families.

Heinicke, Christoph M.; Strassmann, Larry M

Jul 77 42p For related documents see ED 156 348 and ED 156 349

ED 156 359, reproduced from best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This report is a review of the literature on the effects of day care on preschool children. It is designed to help parents and educators make decisions about the care of their children. The report is divided into two main sections. Section I reviews research examining the effects of the typical day-care experience on the immediate and long-term development of the preschool child and family. While long-term effects cannot be reliably determined due to a lack of evidence, studies of short-term effects do not exhibit either a positive or a negative effect. Short-term effects are documented through changes in developmental variables such as intellectual development, socialization, task orientation, modulation of aggression, and the ability to pass the transition from the primary caretaker to new relationships. Section II reviews research pertaining to the influence of day-care children's transition on the child's day-care experience and explores ways in which parents can help to promote the positive impact of day-care. Instructional forms of family intervention are discussed: (A) training to promote mother-child verbal interaction, (B) a cognitive restructuring task, (C) a social work approach to promote the competence of the parent, (D) a parent-child relationship, and (E) a parent-child relationship. The report concludes with a list of references and a list of authors.

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in children and families. A review of major research findings in the context of the above issues comprises the largest section of the paper. The review is organized around three primary categories which are affected by the day care experience: (A) intellectual or cognitive outcomes, (B) parent-child relationships, particularly maternal attachment, and (C) social relationships with other adults and peers. Final sections briefly summarize some of the principal research findings on the effects of infant-toddler day care and the implications of these findings for day care policy. Proposed are specific guidelines and policies to ensure quality day care which is supportive and facilitative of early child development and parent-child relationships. A concluding section discusses appropriate roles which could be played by the federal government in supporting early child care.

Author
Kanner, Sa
Date 7/78
Topic

Abstract
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to considering child care outside the home are presented first in terms of: educational and labor force participation, changes in marital status, and the psychological and emotional well-being of the parents. The decision making process is discussed in terms of: the initial decision to have children cared for outside the home, the role of both parents in making the decision (in the case of married couples), who parents consult in making their decision, and the subsequent selection of a placement among a variety of options. Also explored are parents' initial feelings about having their children cared for outside the home and the feedback received from others regarding their decision.

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V. SPECIAL TYPES OF DAY CARE

A. School Age Day Care

17, 1952, 641

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Pierce, J. 117

Illinois School

In a report on the day care of school children in public schools, the Department of Education, by a national professional organization, has shown the attitude of parents toward their children.

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11, 1952

blocks; dramatic play; puppets; music and dance; stitchery; woodworking, water, sand and mud; cooking, and science activities. Each description includes lists of equipment, materials, storage suggestions, discussion topics, ideas to try and further resources. The book also includes ideas for utilizing community resources in the program. The final chapter discusses the role of the center staff through staff meetings and general staff interaction in the development of an effective program.

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Ber,strom, Joan. h.; Greiner, Donna

77 159p. Filmed from best available

ED 149 831 and ED 156 59 ED 156 59

ED 156 59 MF \$0.85 MF \$0.85

The book is a collection of 15 chapters, each written by a different author. The chapters are: 1. Introduction to the Center for the Gifted and Talented; 2. The Role of the Center Staff; 3. The Role of the Parent; 4. The Role of the Teacher; 5. The Role of the Student; 6. The Role of the Community; 7. The Role of the Media; 8. The Role of the Government; 9. The Role of the Business; 10. The Role of the Non-Profit; 11. The Role of the Religious; 12. The Role of the Cultural; 13. The Role of the Ethnic; 14. The Role of the Special Needs; 15. The Role of the Gifted and Talented. The book is a comprehensive guide to the various roles and responsibilities of the different stakeholders in the development of an effective program for the gifted and talented.

This guide to the Latch Key Program for after-school day care in public schools outlines the rationale and methods for developing Latch Key programs in the public schools to provide low cost after school care for children (grades K-6) of working or student parents. (Some programs have been provided for kindergarten children and some have been expanded to full time during summer and holiday periods.) The booklet outlines Latch Key program goals and the community education concept of maximum use of existing school facilities to meet the needs of all age groups in the community. Community support factors are cited and support and financing strategies described. A section on leadership training and training covers the role of the teacher, the use of public school and paraprofessional personnel, and inservice training. A section on parent participation patterns describes the role of parents and family groups and the need for a formal parent involvement. Discussion of program operation includes relationships with regular school personnel, the role of the program coordinator, and perhaps standards and program evaluation.

This book is a guide to organizing and managing an infant day care center. Part I includes two chapters: about infant day care; and arranging space for babies. Part II discusses being a caregiver and includes chapters on play; feeding; diapering; sleep; receiving/departing; and handling emergencies and illnesses. Part III focuses on the role of the supervisor and includes chapters on communicating with parents, hiring, training and scheduling caregivers, maintaining quality, and other supervisory duties. Part IV includes two chapters on the different roles of administrators: consultant and sponsor. Appendices include reading lists, equipment and supply lists, sample information materials, and plans for building infant center facilities.

Author
Editor

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Statement

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This booklet presents guidelines for the development of various types of 24-hour crisis nurseries designed to counter or prevent child abuse by providing parents with emergency relief from child care. Such centers accommodate small groups of children for a limited maximum time, ranging from 72 hours to six months. Topics covered are: types of nurseries, funding, staff, policies and procedures, and public awareness. Two model programs (an emergency shelter and a residential treatment center) are discussed in terms of goals, functions and logistics (location, number of children and duration of stay). Options for local, state or federal funding and the comparative advantages and disadvantages of each are discussed. Staff composition and training are discussed, and special staffing needs relating to care of abused or neglected children are considered. A section on policies and procedures deals with possible center misuse by parents, relationships with local social service agencies, laws relating to child abuse reporting standards, and admission procedures. Involvement of the media in encouraging client self-referral is discussed.

D. Campus Day Care

EJ 162 765

Child Care on the Campus.

Grossman, Bruce D.; Reyes, Carol

Children Today, 6, 3, 2-5, 34 May-Jun '77

Describes a child care preschool program designed for children of university students.

EJ 155 621

Child Care on Campus.

Cargill, Grace Hernandez

Young Children, 32, 2, 20-23 Jan 77

Describes California State University at Northridge Associated Students' Campus Day Care Center.

VI. POLICY AND STANDARDS

EJ 178 152

Day Care in the Schools? A Response to the Position of the AFT.

Greenman, James

Young Children, 33, 4, 4-13 May 78

A critical examination of the American Federation of Teachers (AFT) proposal for public school administration of federally supported child care programs. Presents the AFT position in detail, then explores distinctions between day care and school programs in terms of child-rearing responsibility and of developmental differences. Urges sensitivity to varied community needs.

EJ 176 780

Child Care, Government Financing, and the Public Schools: Lessons from the California Children's Centers.

Grubb, W. Norton; Lazerson, Marvin

School Review, 86, 1, 5-37 Nov 77

Gives a history of day care as it has evolved in the United States and describes California children's centers, a system of state-funded day-care centers that have been under the aegis of the public schools. The lessons learned from these centers is that traditional emphasis of flexible programs and other features valued by day-care experts will suffer if the programs are located in public schools.

EJ 176 074

Federal Day Care Standards: Rationale and Recommendations.

Cohen, Donald J.; Zigler, Edward

Young Children, 33, 3, 24-32 Mar 78

A discussion of the need to develop explicit, enforceable, and economically realistic federal day care standards.

EJ 168 962

"Child Care": The Fiscal Time Bomb.

Bruce-Briggs, B. .

Public Interest, 49, 87-102 Fall 77

Notes that one of the reasons that so many social workers are sympathetic to the day care movement is that they do not believe that families are capable of providing their children with the necessary guidance and care

EJ-162 772

Day Care Policy: Some Modest Proposals.

Zigler, Edward; Hunsinger, Susan.

Day Care and Early Education, 4, 5, 9-11 May-Jun 77

Suggestions concerning federal day care policy emphasize the need to: provide more after school care, upgrade existing family day care, expand infant care, train more personnel, fund more equitably, set and then enforce realistic standards, set up community referral agencies, and reorganize the federal child care bureauacy.

ED 156 359

The Appropriateness of the Federal Interagency Day Care Requirements. Report of Findings and Recommendations.

Jun 78 337p. For related documents, see ED 149 861 and ED-156 339 - ED 156 359

Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-000-00211-2, \$5.50)
EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

This report presents an evaluation of the federal interagency day care requirements (FIDCR) conducted by the Department of Health, Education, and Welfare. The evaluation focuses on the appropriateness of the requirements for federally supported day care programs authorized by Title XX of the Social Security Act. The first chapter of the report represent an overview of the current status of day care in the United States and describes the rationale behind the development of the FIDCR. Chapter II examines the impact of the FIDCR on children, families, and providers, covering such topics as grouping of children, caregiver qualifications, social and education services, environmental standards, parent involvement, health and nutrition. Chapter III analyzes the costs of imposing the FIDCR on day care centers, family day care, and in-home care. Chapter IV explores questions of the administration and enforcement of the FIDCR at federal, state, and local levels of government. Chapter V presents conclusions of the report and recommendations for revisions in the federal regulations. Appendices include the text and the legislative history of the FIDCR, a summary of comments from panel meetings on the appropriateness of the regulations, and a review of the preliminary findings of the National Day Care Study.

ED 156 353

The Challenge of Child Day Care Needs and Improved Federal and State Approaches to Day Care Standard Setting and Enforcement.

Costin, Lela B.; And Others

Mar 77 96p. For related documents, see ED 149 861 and ED 156 339 -

ED 156 359. Filmed from best available copy.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

This paper examines child day care needs and ways that federal and state approaches to day care standard setting and enforcement might be improved. Chapter I documents the magnitude of child day care needs, citing Department of Labor, Census, and other survey statistics on the numbers of children needing day care and the number of day care centers and homes in operation. Chapter II reviews the history of state regulation of out-of-home child day care from the 1800's to the present. Chapter III analyzes the current status of center and family day care home regulation. Chapter IV presents survey statistics demonstrating the existence of quality problems in day care facilities. Chapter V outlines four basic problems in current state and local licensing practices and offers recommendations as to how these problems might be alleviated. The four problem areas scrutinized are: (1) interrelationships of agencies involved, (2) acquiring, training, and retaining qualified licensing staff, (3) uniform administration of regulatory standards, and (4) fairness in rule making. Chapter VI calls for federal legislation and increased federal funding to improve day care program quality and discusses what the role of the federal and state governments in day care licensing should be. Appendix A probes the legality of federal participation in the day care regulatory process. Appendix B explores alternatives to current licensing approaches including the substitution of registration for licensing and the development of a network of family day care homes linked to central service centers.

ED 156 352

The Child Care Market: A Review of the Evidence and Implications for Federal Policy.

Hill, C. Russell

Jan 77 87p. For related documents, see ED 149 861 and ED 156 339 -

ED 156 359.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

This report reviews and critiques several existing studies of the child care market in order to determine the factors which lead families with working mothers to use different modes of child care. This analysis is further used to discuss federal policies which affect the child care market. Studies reviewed use different data sources and methodologies. The primary type of study reviewed is a "demand" analysis in which child care is treated as a commodity for which the consumer has a preference



This essay reviews the history of and reasons for the federal government's reluctance to enforce standards for day care quality. It is argued that the federal government must at least assure that the day care it subsidizes is not detrimental to children. Several revisions in the existing federal standards and the mechanisms for enforcing them are suggested. First, the federal interagency day care requirements (FIDCR) should be made more explicit, operationally definable, enforceable, and economically realistic. Second, to assure accountability, fiscal and monitoring review responsibilities should be based in a federal agency specifically committed to children and families. Third, federal, state and local agencies involved with day care must have resources to facilitate improvement and limit abuses. Finally, standards should allow for pluralism in providing day care in various settings, for various age groups, and by various types of providers.

ED 156 344

Federal Day Care Standards and the Law.

Morgan, Gwen G.

Aug 77 75p. For related documents, see ED 149 861 and ED 156 339 - ED 156 359.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

This paper reviews the legal aspects of the Federal Interagency Day Care Requirements (FIDCR). Section I describes the scope of the regulations and the sanctions used to uphold them, namely the withholding or withdrawing of federal funds. This section examines some of the potential legal challenges to the regulations, constitutional issues, special enforcement issues in family day care, the federal-state relationship, and the state of the art in day care licensing. Also included is a general critique of the FIDCR. Section II describes some of the issues and options facing the federal government in the revision and enforcement of the federal standards. The recommendations based on these strategies reflect the following concerns: the relationship between federal standards and state licensing, the content of proposed standards, provisions for inspection and monitoring of programs, and the federal role in the development and improvement of day care services in the next ten years.

ED 156 343

Federal Day Care Standards in Context.

Morgan, Gwen G.

Aug 77 51p. For related documents, see ED 149 861 and ED 156 339 - ED 156 359.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

This paper examines the current context and historical background of federal day care standards. Section I briefly defines the term standards, describes different types of standards, and discusses the rationale for minimum day care standards. Also examined in this section are: the process of standard formulation; legal defense of a standard as reasonable; dangers

in standards as seen by the legal profession, and standards as a vehicle for social change. Section II traces the history of day care standards in the United States. Topics discussed include: (1) early history, (2) standards and national organizations, (3) recent history of standards and the government, (4) legislative history of the federal interagency day care requirements, (5) congressional intent, (6) administrative history of FIDCR, (7) evolution of standards for day care, (8) some basic issues, and (9) regulation in context.

ED 153 708

Day Care: A Program in Search of a Policy.

Bikales, Gerda

78 129p. Available from Center for Analysis of Public Issues, 16 Vandeventer Avenue, Princeton, New Jersey 08540 (\$5.00, plus \$0.70 shipping).

EDRS Price MF-\$0.83 Plus Postage. Hard Copy not available from EDRS.

This report examines current issues relating to day care and challenges many of the policy assumptions that underlie a major public program of subsidized day care for children. A historical perspective of day care is presented and various types of day care are described. The costs and benefits of day care are examined and the relation of day care to women's liberation is discussed. New Jersey's organization and administration of day care services is examined in detail. Based on the information reviewed in the report, it was recommended that day care programs: (1) should not be universal, (2) should be limited to sound custodial care rather than "schools for toddlers," (3) should include only funds for sound custodial care of children with financing for public health, educational, and social services coming from other programs designed for those purposes, (4) should be subsidized through vouchers rather than direct subsidies to program operators, (5) should use day care subsidies where they are likely to have the most beneficial impact upon families and upon society at large, and (6) should give top priority to expansion of after-school day care, should de-emphasize preschool day care and should provide infant day care only in special circumstances.

ED 151 618

Public Policy for Children: A Psychological Perspective.

Feshbach, Seymour; Feshbach, Norma D.

Aug 77 21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

The formulation of public policy affecting children requires the participation of a wide spectrum of psychological experts. This should include both investigator and practitioner, since each has something important to contribute to the discussion. The psychologist may contribute to policy analysis and debate in the role of expert or as advocate. It is important to distinguish between these roles, being particularly careful to avoid equating vigor of advocacy with certainty of scientific judgment. It is also important to establish a mechanism by which the view of psychologists can be most effectively formulated and expressed.

ED 149 861

Policy Issues in Day Care: Summaries of 21 Papers.

Center for Systems and Program Development, Inc., Washington, D.C.

Nov 77 144p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

This report presents summaries of 21 papers which address various issues related to day care policy formation. The papers were commissioned as part of the information gathering and dissemination activities of the Federal Interagency Day Care Requirements (FIDCR) appropriateness study. The summaries of the papers are divided into four topical clusters.

Cluster I includes two papers which describe the history of FIDCR. These papers review the factors which precipitated the development of the requirements, their intended role, proposed revisions and possible problem areas. Cluster II includes six papers which address issues related to the role of functioning. This research indicates that a therapeutic day-care program can significantly enhance an aftercare program.

ED 148 486

Demonstration Project for the Registration of Family Day Care Homes.
Final Report.

Michigan State Dept. of Social Services, Lansing.

May 77 133p. Not available in hard copy due to marginal quality of print in parts of document.

EDRS Price MF-\$0.83 Plus Postage. Hard copy not available from EDRS.

This report describes a two-year State of Michigan demonstration project designed to investigate the feasibility of regulating family day care homes through a registration process that would be more effective and economical than the present licensing system. Registration is defined as the process whereby the State Department of Social Services maintains a record of family day care homes, requiring the provider to self-certify substantial compliance with state regulations. Four primary hypotheses tested were that registration counties in contrast to licensing counties, would have: (1) a greater percentage of increase in the number of children receiving care; (2) an equal or lower percentage of regulated homes with rule violations; (3) equal or lower expenditures of funds per home regulated; and (4) providers who were more willing to be regulated. The project sample consisted of six Virginia counties with 5,600 children in 1,900 family day care homes. Two experimental groups (of 2 counties each) used, in one case, registration with training and public information components and, in the other, licensing with the same components; a control group of two counties used current licensing practices. The report describes project development, methods, findings and recommendations. Findings indicate that the registration process: (1) is perceived by providers as easier, (2) is less expensive, and (3) can regulate more homes than the licensing process, but (4) does not provide as much compliance with rules as does licensing.

ED 148 480

Issues Involved in Differentiating Theory, Practice and Gaps: A Developmentalist's Point of View.

Lounsbury, Karen Rasmussen

Nov 77 11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

This paper discusses some of the issues involved in determining policies and standards for day care services for children. The paper raises questions concerning both the definition of quality child care and the problems involved in implementing quality standards at the level of policy formation and in the centers and day care homes themselves. Research has demonstrated the possible detrimental effects of poor quality institutionalization and of maternal deprivation. Other research has demonstrated children's general resiliency. This research has led to questions of appropriate age groups for day care, of suitable curriculum, and of suitable program structures. It is suggested that present licensing standards, which vary from state to state, are based more on intuition than on research evidence. The paper also suggests that child advocate groups organize and disseminate information on child development and child care to the public who will in turn influence legislation through community support. Because of the increasing costs of day care, legislation will be important for establishing child care subsidies as well as for determining program standards. In addition to these concerns, issues relating to the monitoring of programs through inspection are also discussed. Issues involved in balancing the need for standards with the problems of program costs are emphasized.

ED 147 037

A Comparative Evaluation of State Day Care Personnel Standards.

77 63p. Master's Thesis, University of Wisconsin (Madison). Tables on pages 39-56 may be marginally legible due to quality of print.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

This master's thesis presents a survey of state standards for day care personnel using data gathered from copies of general state day care requirements. Requirements for day care teachers are organized into five categories: health, education, abilities, personality and extraneous variables. Five questions are asked in the survey concerning minimal state requirements, most frequently mentioned specific and general requirements, personality requirements and whether a set of personality traits could be identified from survey responses. The survey indicated that standards were highly variable across states. Among other results, the survey indicated a ranking of priorities across states. Health, education, extraneous, personality and ability ranked from most to least important as state concerns. Although previous research had indicated the importance of personality variables in teacher performance, these traits were not emphasized in many state requirements. Important personality traits mentioned most frequently, however, included good character, understanding and emotional maturity. Tables are presented which allow comparisons of specific and general requirements across states. Relevant research and historical data on day care are also reviewed.

ED 147 032

Summaries of the State-of-the-Art Position Papers on Day Care.

Texas State Dept. of Public Welfare, Austin.

Jul 77 39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This review consists of summaries of 20 position papers presenting varying viewpoints on aspects of the federal interagency day care requirements (FIDCR). Among the authors represented are Gwen Morgan, Edward Zigler, Greta Fein, Henry Ricciuti, Urie Bronfenbrenner, Jerome Kagan and Elizabeth Prescott. Seven of the position papers deal with legal aspects, administration, and the role of governments in the regulation of day care. Four papers are concerned with the impact of day care on infants and preschoolers. Health, safety and environmental issues in day care were covered in three other papers. The remaining six papers cover staffing issues, school age day care, the impact of FIDCR on families and marketplace issues.

ED 143 443

The Trouble with Title XX: A Review of Child Daycare Policy.

Morgan, Gwen G.

Sep 77 35p. Available from ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 167, \$2.00).

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

This discussion of government policy concerning child day care calls for a shift from provider-oriented to consumer-oriented services funded under Title XX of the social security amendments. Three general views of child day care are described: the social services view, the school-oriented view, and a newer, parent-supportive, consumer-oriented view. An extensive discussion focuses on major problems of the Title XX program for child day care, including: restrictive federal requirements, such as the ceiling on state expenditures and the requirement that a single state agency administer the state's entire Title XX program; absence of a preventive and family-supportive approach to day care; limits to eligibility and lack of a sliding fee scale (in 20 states), resulting in segregation of the poor; faulty payment methods; and inadequate provision of training, particularly for licensing and regulatory personnel. Options for new legislative and administrative solutions to these problems are discussed. Recommendations include: increased citizen-consumer voice in policy-making, a flexible delivery system to match shifting demand patterns, universal accessibility, and a sliding fee scale.

ED 143 862

The Hypothetical Labor Market Response of Black and White Women to a
National Program of Free Day Care Centers.

Shortlidge, Richard L., Jr.

Aug 77 24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Data obtained from the national longitudinal surveys of women who were 17 to 27 and 34 to 48 years of age in 1971 were utilized to analyze the potential female labor supply response to a national program of free day care centers. Women who were out of the labor force at the time of the 1971 survey were asked about their willingness to seek employment if free day care centers were available to them. Whether a woman would search for employment if given access to free day care facilities is hypothesized to be a function of (1) her family's composition, (2) her previous labor market behavior and attitudes, (3) her family's earnings, (4) her educational attainment, and (5) her geographic location and the demand for female labor in her locality. The analysis indicates that the availability of free day care centers would draw proportionally more black than white women with children under six into the labor force. For both whites and blacks, the impact would be greatest among those women with a positive orientation toward employment outside the home.

VII. DAY CARE IN OTHER COUNTRIES

EJ 176 377

Face to Face with Poverty: The Mobile Creches in India.

Mahadevan, Meera

Prospects: Quarterly Review of Education, 7, 4, 570-9, 77

Outlines India's attempt to bring educational services to the poorest sections of its society. Examines mobile child care centers (creches), nursery and elementary schools, training of creche workers, education of parents, and use of community resources.

EJ 176 374

Nonformal Education Programmes for Children and Parents in Peru.

Salazar, Juana Consuelo Ibanez

Prospects: Quarterly Review of Education, 7, 4, 549-56, 77

While briefly examining the social and economic problems of public education in Latin America, this article describes a national program designed to care for and educate the preschool child, particularly in poor communities. Parenthood education, training of paraprofessionals, and use of the community and its resources are stressed.

EJ 164 799

The First Eight Years in New Zealand.

Barney, David

Australian Journal of Early Childhood, 2, 1, 6-13, Mar 77

New Zealand's health and education programs for children ages 0 through 8 are described.

EJ 164 798

Children's Services and the Commonwealth Government.

Guilfoyle, Margaret

Australian Journal of Early Childhood, 2, 1, 3-5, Mar 77

Describes the nature of priorities for funding preschool programs in Australia.

EJ 164 752

A Comparison of Group Day and Family Child-Rearing Patterns in Sweden.

Cochran, Moncrieff M.

Child Development, 48, 2, 702-707, Jun 77

This naturalistic field study of child-rearing patterns compared observational and developmental data for 60 home-based and 60 day care center-based Swedish toddlers.

EJ 164 697

The Reactions of Soviet Nursery Day-Care and Boarding-Care Children To a Stranger Situation.

Ispa, Jean

Developmental Psychology, 13, 4, 421-422, Jul 77

EJ 167 098

The Problem, Not the Solution.

Hannon, Peter

Times Educational Supplement (London), 3241, 16-7, Jul 15 77

Asks some critical questions about the effectiveness and desirability of childminding.

EJ 159 825

Back Street Mothering.

Croall, Jonathan

Times Educational Supplement (London), 3215, 18-9; Jan 14 77

Reports on the National Children's Centre in Huddersfield which has become a focus for the education and support of local child minders.

ED 156 342

Licensing, Standards, and Regulations in Child Care Programs in Europe, Canada, and Israel. Final Report (Revised Edition).

Jul 77 8lp. For related documents, see ED 149 861 and ED 156 339 -

ED 156 359

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

This report presents comparative data on standards and regulations for child care programs in Europe, Canada, Israel. Three models of child care systems are identified, and their implementation in eleven countries is described. Model I, the "Anglo-American" model implemented in the United Kingdom and Canada, includes two or more parallel systems both serving the whole age groups from birth to compulsory school age; the care function is stressed by one system and the educational function by the other. Model II, followed in Sweden and Finland, features one integrated child care system for all children under compulsory school age, in which care, socialization and education are provided in a unified administrative structure. Model III includes two age-related systems: one, for children under 3, which stresses the care function

and child socialization and development, and a second, for children aged 3 to compulsory school age, which emphasizes educational goals in addition to care, socialization and development. This model is followed in France, Poland, Federal Republic of Germany, Italy, Denmark, Yugoslavia, and Israel. The report identifies which government levels are responsible for standards in different countries, and suggests major trends and patterns with regard to the categories of standards and regulations, the range of standards and the nature and extent of compliance and enforcement. After each country's system is described, overall conclusions comparing the systems are presented.

ED 148 477

Learning About Life the Playful Way: From Kindergarten to Play Group.
Situation Report.

Kischke, Martina I.

Oct 77 15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

This paper describes various types of child care services available for preschool children in West Germany. The paper emphasizes the importance of play in children's cognitive and social development. Preschool experiences guided by a trained staff are considered an important complement to family life. According to the paper, West Germany is progressing well in providing programs for parents who want or need child care services. The paper describes a variety of services which are currently being provided, tested or planned. One such service is the "playmobile", a bus equipped with games and activities which stops at various playgrounds. Creches for children under 3, kindergartens for children from 3 to 6, and play groups for school-aged children are run by both public and private agencies. Other programs include mothers' groups where mothers gather while their children play, company kindergartens provided for the children of employees, family day care services provided in private homes and integrated kindergartens for disabled and non-disabled children. The importance of outdoor playgrounds and provisions for them are also discussed. The final section of the paper considers programs for 5-year-old children which are planned to provide smooth transition into elementary school.

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3 years and 11 months) (1971-72) on child development. The work of the ADOS during the Phase II of the study (Sept. 1970 to Sept. 1976). The study was designed to analyze policy questions on the effect of child care and other regulatable center characteristics on child development, per child cost, and cost effectiveness of center (Chapter 1 of this report discusses the design and sample of the study). Policy variables are reported in Chapter 2. They include staff qualifications, staff-child ratio, and center size, center regulatable characteristics (physical environment, program, materials, equipment, services, etc.). Chapter 3 discusses the selection of child variables measured and the statistical model. Chapter 4 presents the results of the analysis of the study. Chapter 5 presents Phase II design and data collection procedures. Includes in Phase II of the study 49 center type experiments and an experiment on the effect of center size on child development and quality. Methods of data collection, data management, and data analysis are discussed in Chapter 6. Chapter 7 discusses the results of the study and the conclusions.

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